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*A Review of "A Laboratory Handbook for Dietetics."* By MARY SWARTZ ROSE. New York: Macmillan. \$1.10.

This is a valuable contribution to home economic literature. It is written as a text for laboratory courses in dietetics, and it may very well be used as such, following the order suggested by Dr. Rose after a number of years of experience in teaching dietetics at Columbia University. But the usefulness of the book is by no means confined to those who wish to follow this particular outline. No class that has any work to do in the calculation of dietaries can afford to do without the tables it contains, and most classes will be very glad to welcome also the simple explanations given of calculations and its suggested score card for judging of dietaries.

The book ought, also, to be useful to those educated homemakers of the country who have a fundamental knowledge of physics, chemistry, and physiology, and who are willing to give some time to studying carefully the problem of feeding their families. The book would seem to be clearly enough written to be studied without the help of a teacher by anyone who is in earnest and who has had some scientific preparation.

The first part gives an explanation of food values and food requirements. A number of excellent tables are included to show how food requirements are modified by activity and age. To the average class in dietetics, this part will serve as a review and as a summary for ready reference of especially useful tables. The intelligent mother will be interested in the tables giving the food requirements of children, especially if she has already wondered over the rapacious appetite of growing children, and the statement sometimes made that boys from fourteen to seventeen need nine-tenths as much food as the adult man. So much depends on the work of the adult man!

Part II contains a valuable series of exercises in dietary calculations with the methods carefully explained and the mechanical work much lessened by the tables given.

Part III gives still more tables. The composition and food value of one gram, one ounce, one pound, and one standard unit, or one hundred calories portion, are given for four hundred and ninety varieties of foods. Also the very valuable tables on ash constituents given in Sherman's *Chemistry of Foods and Nutrition* are reprinted.

The appendix gives suggestions for equipping a dietetics laboratory.

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*An Introduction to the Study of Adolescent Education.* By CYRIL BRUYN ANDREWS. New York: Rebman Co., 1912. Pp. x+185.

The body of material concerns adolescent boys in their relation (1) to adults, (2) to immorality and sexual pathology in schools, (3) to self-assertion and discipline.

Mr. Andrews knows the real conditions of boarding-school life and is undismayed by them. The usual methods of dealing with unfortunate conditions he condemns unsparingly. "For years the scientists have allowed these half-truths to be circulated among adolescents with scarcely a word of contradiction. . . . Men with names famous in various walks of life, but who have never made any really scientific study of the perversions of adolescence, have circulated broadcast among boys and girls statements of half-truths and veiled threats of lunacy the evil of which they can hardly have realized. Men in such widely different professions as General Baden-Powell, Canon Wilberforce, and Henrik Ibsen have alike lent their names to words of incontinence, which are fraught with possibilities of the greatest harm to the highly strung boy or girl for whose ears they are intended."

It is good to read a book showing full knowledge of difficulties yet which does not leave one with the bad taste in the mouth that usually follows the reading of chapters and books on sex education and life.

The section on self-assertion and discipline presents a sane treatment of current issues. "Every other question of school life should be sacrificed to give the adolescent a wide sphere for the satisfaction of his healthy desire for self-development; there is no matter, however important, that should have precedence of this consideration. By healthy self-expression and by healthy self-realization all that is best in the boy is alone developed, and by allowing him to act for himself all that is worst is frequently suppressed."

Especially sensible is the author's attitude toward athletics: "It is important to realize that the keen, healthy-minded, though unathletic, boy is not so rare a phenomenon as is supposed, and that if no interest is taken in the play and work we provide, the fault may very likely be our own. . . . The whole physiological side of education suffers from a mistaken belief that athleticism is a thing good in itself, and not merely a form of self-expression which a section of boys in every school may possibly adopt. . . . Athleticism must always remain one of the outlets for adolescent energy, but it should rest with each individual whether advantage is taken of the attractions it offers. . . . The belief in the heart of masters that unless a boy plays cricket or football with moderate proficiency he is to be distrusted forces many from pure expedience to play these games."

The concluding pages deal with democracy and religion.

*The Religious Question in Public Education.* By ATHELSTAN RILEY, MICHAEL E. SADLER, and CYRIL JACKSON. Longmans, Green & Co., 1911. Pp. vi+350. \$2.00.

"The old division between elementary and secondary education is becoming antiquated and will soon be obsolete. Before long the state may find itself compelled to extend some form of educational supervision over each individual during the years of adolescence. . . . Not less potent are other social forces which are rapidly obliterating many of the older class distinctions in English